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ABSTRACT

This research examines students' study habits and study attitudes as influenced by cooperative counselor-faculty efforts. A random sample of sixteen faculty members and four counselors were selected. Each counselor was assigned to four instructors. A pre- and post-test of the Brown and Holtzman Survey of Study Habits and Attitudes was administered to 536 students. Four groups were studied: a control group, students contacted through the mail by the counselor, students contacted by their instructor and then referred to an assigned counselor, and students contacted by both instructor and counselor. Analysis of the Study Habits and Study Attitudes for each of the four groups' pre- and post-test was based on a One-Way Fixed Effects Analysis of Variance. In regard to study habits, the null hypothesis was rejected only by Group D with indications that Group C could also reject the null hypothesis with additional analysis. Data for study attitudes for each group indicated the null hypothesis was rejected by all four groups. In general, study habits can be changed via a counseling program. Integrating instruction with counseling techniques can facilitate this change. Additional analysis should be conducted for the study attitudes area. (Author/JLL)

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# Ed.D. Program for Community College Faculty

## COUNSELORS' INFLUENCE ON STUDENTS' STUDY SKILLS BY ASSIGNING COUNSELING TO FACULTY MEMBERS AND THEIR STUDENTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS


| | Page |
|---|---|
| ACKNOWLEDGMENTS | ii |
| LIST OF TABLES | iv |
| ABSTRACT | v |
| I. THE PROBLEM | 1 |
| II. SPECIFIC PROBLEM AREA | 1 |
| III. DEFINITION OF TERMS | 1 |
| IV. A STATEMENT OF RESEARCH QUESTIONS (NULL HYPOTHESIS) | 3 |
| V. ASSUMPTIONS | 3 |
| VI. LIMITATIONS OF THE STUDY | 4 |
| VII. SIGNIFICANCE OF THE PROBLEM | 5 |
| VIII. REVIEW OF RELATED LITERATURE | 5 |
| IX. IMPLICATION OF RELATED RESEARCH | 21 |
| X. METHODOLOGY | 23 |
| XI. ANALYSIS OF DATA | 25 |
| XII. DISCUSSION | 36 |
| XIII. CONCLUSIONS AND RECOMMENDATIONS | 37 |
| XIV. BIBLIOGRAPHY | 41 |
| XV. APPENDIXES | 47 |
| A. Letter to Students | 48 |
| B. Survey of Study Habits and Attitudes | 49 |
| C. Class Schedule | 50 |
| AUTOBIOGRAPHICAL SKETCH | 51 |

ABSTRACT

THE PROBLEM

Can a counselor working cooperatively with a faculty member and his students produce positive change in the students' study habits and/or attitudes by employing specific counseling services, techniques, supportive materials, instruction and guidance information?

THE NULL HYPOTHESIS

The problem was tested by two null hypotheses: (1) There exists no change in study habits as measured by a pre and post test on the Brown and Holtzman Survey of Study Habits and Attitudes; (2) There exists no change in study attitudes as measured by a pre and post test on the Brown and Holtzman Survey of Study Habits and Attitudes.

THE METHODOLOGY

The study was conducted at Florida Junior College at Jacksonville, Fred H. Kent Center. A random sample was identified of 16 faculty members who taught second period classes (9:10 - 10:00) Monday, Wednesday and Friday. Four counselors were assigned to the study. Each counselor was assigned to four instructors who were randomly identified from the second period classes. Based on a schedule for each group, a pre and post test of the Brown and Holtzman Survey of Study Habits and Attitudes was administered to the students in each of the 16 classes. A total population of 536 students participated in the study.

The design of the study was divided into four groups: (1) Group A was assigned as a control group; (2) Group B was assigned as the group in which students were contacted through the mail by the counselor

concerning their study habits and study attitudes results; (3) Group C was assigned as the group in which the students were contacted by their instructor concerning their study habits and study attitudes results and then referred to an assigned counselor for assistance; (4) Group D was assigned as the group which received contacts by both the instructor and counselor concerning their study habits and study attitudes results.

## REVIEW OF THE LITERATURE

A basic review of the literature provides strong support that students can change study habits via study habit courses, programs and/or counseling. There is currently an increasing need for counseling to become an integral part of the instructional process. Counseling can provide the proper assistance to students with these needed skills in order that the students can deal more effectively with their studies. Integrating instructional modes with counseling techniques can provide meaningful improvement in performance or study habits behavior.

## RESULTS AND CONCLUSIONS

The analysis of the Study Habits and Study Attitudes for each of the four groups (A, B, C and D) pre and post test (Brown and Holtzman Survey of Study Habits and Attitudes) was based on a One-Way Fixed Effects Analysis of Variance.

### Study Habits

Based on the data, the null hypothesis was rejected only by Group D with indications that Group C could also reject the null hypothesis with additional analysis. Basically, this data indicate that

Group D with the maximum interaction of instructors and counselors with the student can produce an improvement in study habits for students.

Study Attitudes

A review of the data for study attitudes for each group indicated the null hypothesis was rejected by all four groups. This finding makes it difficult to interpret the data due to lack of discrimination between groups and ability to put them in priority order. Additional analysis needs to be done for this area.

In general, this study tends to support the literature that study habits can be changed via a counseling program. Integrating instruction with counseling techniques can facilitate this change. Additional analysis should be conducted for the study attitudes area and the study applied to other institutions for universality of its results.

## I. THE PROBLEM

Can a counselor working cooperatively with a faculty member and his students produce positive change in the students' study habits and/or attitudes by employing specific counseling service techniques, supportive materials, instruction and guidance information?

## II. SPECIFIC PROBLEM AREA

Through this study the counselor identified the student's study habits and study attitude problems and provided appropriate assistance while he continued in his classes. In this study, the counselors worked closely with the students and/or their instructors to improve the students' study skill deficiencies.

## III. DEFINITION OF TERMS

1. STUDY HABITS combines the scores on Delay Avoidance and Work Methods scales to provide a measure of academic behavior as measured by the Brown and Holtzman Survey of Study Habits and Attitudes.

A. Delay Avoidance is defined as the promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction. (Brown and Holtzman 1966)

B. Work Methods is defined as the use of effective study procedures, efficiency in doing academic assignments, and how-to-study skills. (Brown and Holtzman 1966)

2. STUDY ATTITUDES combines the scores on the Teacher Approval and Educational Acceptance scales to provide a measure of scholastic belief as defined by the Brown and Holtzman Survey of Study Habits and Attitudes.

A. Teacher Approval is defined as the student's opinions of teachers and their classroom behavior and methods. (Brown and Holtzman 1966)

B. Educational Acceptance is defined as the student's approval of educational objectives, practices and requirements. (Brown and Holtzman 1966)

3. COUNSELING TECHNIQUES are those skills used by counselors to produce positive change in students which include the following.

A. Assertive Behavior is that type of interpersonal behavior in which a person stands up for his legitimate rights in such a way that the rights of another are not violated. It is a direct, honest and appropriate expression of one's feelings, opinions and/or beliefs. (Jakubowski-Spector 1973)

B. Achievement Motivation is a process of planning and striving for excellence, progress, doing things better, faster, more effectively, doing something unique or, in general, competing. (Alschuler, 1973, page 23)

C. Deep-Muscle Relaxation is a systematic technique of muscle control through relaxation. Advanced method includes systematic desensitization which combines relaxation, construction of hierarchy of anxieties and counter-conditioning.

D. Individual Counseling refers to a series of one-to-one situations with a trained counselor to assist the student to understand himself and deal more effectively with his problems.

E. Group Counseling is a series of small group experiences, under the leadership of a trained counselor, which serves the purpose

of helping individuals to know themselves better.

4. Supportive Materials are the resources utilized by the counselor to assist the student in improving his study habits and attitudes. (Casebeer, 1969, and Farrar, 1969)

5. Instruction is the process by which the counselor will assist the student individually or in a group.

6. Guidance is the identification by the counselor of appropriate materials, information or need to refer the student to facilitate him in his study skill problems or study attitudes.

## IV. A STATEMENT OF RESEARCH QUESTIONS (NULL HYPOTHESIS)

Data obtained from the measuring instrument (Brown and Holtzman Survey of Study Habits and Attitudes) will be used to test the following null hypothesis:

1. There exists no significant change in study habits as measured by a pre and post test on the Brown and Holtzman Survey of Study Habits and Attitudes.

2. There exists no significant change in student attitudes as measured by a pre and post test on the Brown and Holtzman Survey of Study Habits and Attitudes.

## V. ASSUMPTIONS

1. The students enrolled in the courses are interested in passing the course.

2. Teachers and their students want improvement in study skills and attitudes.

3. A positive change in study habits and attitudes is desired.

## VI. LIMITATIONS OF THE STUDY

For the purposes of this study, the following limitations were noted:

1. Florida Junior College at Jacksonville is a multi-campus institution with four campuses (Downtown Campus, Fred H. Kent Center, North Campus and South Campus) located geographically throughout the city.

2. The faculty members and counselors assigned to the Fred H. Kent Center were used in the study.

3. The student and faculty members for the study were identified from those who were in classes during second period (9:10 - 10:00 Monday, Wednesday and Friday) to eliminate duplication within the groups.

4. The population included only college level day students (freshmen and sophomore).

5. The study was conducted during the 1974 Fall Term.

6. The administration of the post testing of the Brown and Holtzman Survey of Study Habits and Attitudes was prior to the course final exam to minimize the attrition between terms.

7. The instructor could encourage or assist students in study habits.

8. The student could come to the Student Development office on his own to seek assistance in study habits.

9. Due to absenteeism and normal attrition, the students used in the study included only the students who took both the pre and post test.

10. The faculty members and counselors involved in this study were college graduates with a minimum of Rank II state of Florida certification.

11. The students were enrolled in college level courses which lead towards an associate degree.

12. The main emphasis was for the counselor to actively assist students with their study skills through the classroom and/or the instructor.

## VII. SIGNIFICANCE OF THE PROBLEM

Many times students are not successful in college because they lack the basic study skills to learn their subject materials effectively. This need was expressed by community college students in an Inter-Institutional Research Council study conducted on the community college transfer students to the Florida State University. This study showed the highest mean response was the students' lack of study habits in dealing with their studies (IRC 1974). In addition the Florida Junior College at Jacksonville participated in the Comparative Guidance Placement program during the Fall of 1971 and based on the student response to a question on their need for study habits 56 percent (769) of 1,371 responses indicated a need in this area (CGP 1971).

## VIII. REVIEW OF RELATED LITERATURE

There are two main areas related to the present study: first, literature on the study habit needs of college students and/or view of various study habit programs; second, the literature describing Student Services.

STUDY HABITS

Students who are attending college not only need the academic skills from high school but also the necessary study skills to cope with the more independent study requirements in college life. Particularly with the increase of the non-traditional students and the financial crisis, colleges have developed such programs as orientation courses, development programs, tutorial services and reading labs to help students learn better and decrease attrition. This trend has also stimulated many new textbooks on how to study, Gladstein (1967), Cook, Hoss and Vargas (1968), Resnick and Heller (1969) and many others. These texts have been integrated into many study habit programs and orientation courses to help students perform better in college. However, many times these courses are offered in addition to the students' already heavy course loads. Due to the open door policy, many community colleges have had larger enrollments of the non-traditional students into their institutions (Roueche, 1972). The development of the necessary study skills to cope with college studies will remain a much needed foundation.

There have been many studies conducted on improvement of study skills with generally positive results. Robinson (1961) found that improved study skills are beneficial to students regardless of their background or level of intelligence. His study revealed that not only does the borderline student improve from a study skills course but also the above average student benefits even more. Although personal study habits tend to be highly individualized, students with good study habits and attitudes tend to be more successful academically (Popham and Moore, 1969).

The students themselves expressed a need for study skills. Florida Junior College at Jacksonville participated in the Comparative Guidance and Placement Program during the 1971 academic year. Based on the 1,371 Florida Junior College students who took the test, 56 percent expressed the need for developing better study skills and 65 percent said that they had not learned any study skills in high school. This need is expressed in other studies as well. Maxwell (1971) surveyed students at Berkley indicating that freshmen students viewed their academic difficulties as stemming from their own study deficiencies. In another study by Child (1970), students' study skills revealed the following: 75 percent of the students were self-taught on how to study; 64 percent of the students were nervous before exams; 25 percent of the students were nervous during exams; 70 percent of the students indicated that study attitudes were greatly influenced by their relationship with the teacher. It does not appear that the study habit problem exists with just the freshmen. A recent study conducted by the Florida Community Junior College Inter-Institutional Research Council (1974) found that many community college transfer students who were in academic trouble in Florida's state universities, expressed that study habits were the major cause of their difficulty at the universities.

Several studies with regular students in various study skill programs showed that these students did improve their study skills and performance in their college work. Di Salvi and R. Daniel (1971) worked with one-hundred volunteers to improve their study techniques. These students were assigned to five treatment groups which met for twelve weeks. The groups were assigned as follows: Group A participated in one hour

per week of instruction in study techniques; Group B participated in one hour per week of instruction in reading skill; Group C participated weekly in one hour of instruction in both study techniques and reading skills; Group D participated weekly in two hours of instruction in both study techniques and reading skills; and Group E was assigned as a control group. All students took a pre and post test of the Brown and Holtzman Survey of Study Habits and Attitudes (SSHA) and the Davis Reading Test (DRT). The results of this study showed gains in all four experimental groups based on the following variables: study orientation scores as measured on the Survey of Study Habits and Attitudes; level of comprehension measured by the reading scores (DRT). In another study (Jackson and Van Zoost, 1972) using the SSHA, contingency management was employed to change students' study habits. Each of the 47 freshmen paid ten dollars for the study skills program. The students were assigned to one of three groups: self-administered reinforcement group; external reinforcement group (both of these experimental groups could earn back their ten dollar deposit); a control group which would not earn back their deposit.

As measured by a correlated t-test with SSHA scores, both experimental groups improved their work methods while the control group did not.

Utilizing operant verbal self-control of studying, Miller and Gimpl (1972) worked with seventy-seven students to increase their amount of time studying by increasing the amount of study time each week by a specific amount. The student was to write his own instructions

to accomplish this goal and read them aloud three times a day. Based on a comparison to five treatment groups, the study found that the students whose studying was reinforced by their self-instructions, increased their study time by 154 percent.

Other research shows improvement in study skills and academic performance for students who have been placed on academic probation or who were dropouts. Briggs and Tosi (1971) worked with 20 freshmen, all on probationary status. Using the SQ3R study method, he found a significant difference between the experimental groups and control group with a higher grade-point average and improved study techniques for the experimental groups. At the Student Development Center at Mount St. Mary's College, Los Angeles, a ten-week study of low achievers conducted by Felton and Thomas (1972) resulted in improved writing skills, reading skills, study habits, study attitudes, reduced test anxiety and study orientation for the experimental group as compared to the control group.

In contrast the research conducted with minority students' study habits are less conclusive. Although several writers have confirmed the lack of study skills among the "disadvantaged" (Bossone, 1965; Clarke, 1966; Roueche, 1968), reasons and instruments used are conflicting. Montgomery (1970) found that the lower ability community college student, who was successful academically, had higher average scores on all areas of the SSHA. Froe (1968) noted similar results, finding little difference between black and white students in their institutional preference. However, Young (1966) found that the low ability student had scores on the SSHA slightly lower but not

statistically significant than the average norms for the survey. In a study conducted at Genesee Community College (1969), low ability students had average scores equivalent to the fifteenth percentile in study habits and twentieth percentile on study orientation, based on national norms.

Generally the author feels that the increased enrollment of the non-traditional students in colleges has vividly pointed out the inadequacies of testing, teaching and learning in our educational system. A whole new approach to research, evaluation instruments and techniques of learning is needed to provide total education of the student.

In reviewing one area of study skills, test anxiety has been noted to influence performance. A study by Sarason (1960) found that highly anxious students are less likely to do well when they are under great pressure. The classroom test can exert strong pressure on the students. In another study conducted, Wittmaier (1972), worked with fifty students who indicated various anxiety levels on the Alpert-Haber Anxiety Test. The significant results showed that students with low anxiety had higher SSHA scores. He also found that debilitating test anxiety appears to be associated with poor preparation for tests. Other studies show similar results (McMillian and Osterhouse, 1972). The students in their study performed with higher scores on the final exams following training in relaxation and desensitization techniques. In related studies, Mitchell and Ng (1972), Osterhouse (1972) and Hersler and Schill (1972) indicated that following identification of test anxiety and instruction in relaxation and/or desensitization

training, a student can reduce his anxiety and generally improve his test scores.

Most studies on study skills have originated in reading labs, developmental programs and study skill labs. Since this study utilized counselors to assist students with study skills, the following is a review of research in which counselors were involved in influencing student study skills and/or behavior.

In a study conducted at Texas Southern University, Perry (1967) identified students who were having difficulty with their studies. These students were assigned to two reading improvement classes in order to receive both tutoring and personal counseling. By midterm only sixteen percent of the students were having academic difficulties and fewer than ten percent were in serious difficulty. Mitchell (1967), Brown (1971) and McReynolds (1973) found similar results. By providing group counseling along with study skills, the students improved their grade-point averages and their scores on the various scales of the SSHA.

Students who are placed on probation for poor academic performance provide an identifiable group in which to work with to improve their performance. In a study of 18 failing freshmen, Kaye (1972) worked with an experimental group weekly in one to one and one-half hour sessions for ten weeks, providing individual counseling, group guidance and study skills. The individual counseling included discussions of attitude towards one's self, relationship to peers and parents, independence, development of responsibility, a personal value system and academic motivation. Group guidance dealt with academic failure and

interpersonal relationships. The study skill sessions reviewed note taking, listening and budgeting time.

Kaye's results showed that the experimental group raised their grade-point average more than twice as compared to the control group. Fifteen of the 18 members of the experimental group remained in school whereas only nine of the 18 members of the control group remained in school. In a similar study, Gilbreath (1971) found that following group counseling, students below 2.00 on a 4.00 scale improved their grade-point averages.

Counseling groups at the University of Utah, Heaps, Rickabaugh and Finley (1970) found that all participants raised their grade-point averages in a range from .18 to .57. The more experienced counselors were generally more effective as measured by the Counseling Evaluation Inventory.

STUDENT SERVICES

In this section the author will review the major roles of student services, its present status and some current trends. Although the literature reviewed in this section specifically refers to study skills, the previous section supports the need for developing these skills. This is another area in which counselors can assist students and faculty members in the classroom. The author utilized the study skill problems of students as a vehicle to integrate the counselor into the regular classroom process.

Basically, there are three models of student personnel workers. They exist to varying degrees as determined by state departments of education, boards of trustees and/or local administrations.

O'Banion (1971) provided a description of the three models: (1) "regulator or repressor," (2) "maintenance or serviceman," (3) "therapist." A brief discussion of these three models follows.

The first major function of the counselor was disciplinarian or monitor of the school's rules. The emergence of dean of men and women became the center of avoidance by the students. The school was considered first and its rules were often regarded as more important than the student. This establishment of loco parentis was established with a negative aspect of control. This system has characterized the public school as well as the universities and colleges.

The second model was based on offering extensive services. Generally, anything which did not fit into curriculum, academics or the business area was assigned to the student services department. The following are typical services offered:

1. discipline - judiciary
2. personal counseling - individual and group
3. program advising
4. testing
5. articulation - high school and/or college
6. health services
7. job placement
8. career counseling
9. financial aid
10. student activities
11. registration and records
12. bookstore
13. housing (where applicable)

In some institutions, the list continues.

It was assumed by the institutions that counselors could provide all these functions whereas the graduate schools primarily trained counselors in personal and vocational counseling. The services concept has raised many questions concerning master's degree personnel and the paraprofessionals.

The last model has been the "personal counselor" or therapist. In general, counselor education has emphasized personal and group counseling techniques to fulfill the student's needs through growth and self-understanding. However, due to the reality of numbers of students and the administration of student personnel programs, the counselors could not often function in this therapeutic manner nor did they always have adequate training in psychodynamics of mental illness or psychotherapy. Few of the staff and students in the school could relate to this model, being unable to see concrete results or overall student progress. Generally, advising and placement services were more acceptable to the school and its staff.

Along with this history and the present state of student services, there are increasing criticisms and concern over its status and future. Medsker (1960, chapter 6) surveyed 243 community colleges finding that two-thirds of the colleges utilized faculty for counseling, who were given no release time or compensation for this extra service. The administration of student services was assumed by only one person in forty-five percent of the colleges. Medsker (1960) concluded that there was an apparent contradiction between the existing deficiencies and the increasing emphasis for more adequate student personnel programs. McDaniel (1962) serving as chairman of the 1960 Commission on Student Personnel with the American Association of Junior Colleges, found the programs in student personnel services to be inadequate. In another nationwide study by the American Association of Junior Colleges, funded by the Carneige Corporation, Max Raines (1966, pages 6-8) surveyed forty-nine community colleges with the following results: (1) three-

fourths of the community colleges have not developed adequate student personnel services; (2) in more than half of the colleges, the counseling and guidance functions have been inadequate; (3) in ninety percent of the colleges, professional leadership, follow-up evaluation, and research were almost absent; (4) only ten percent of the community colleges could be given a commendable rating for having an adequate personnel services program; (5) the area of services which was best performed was that concerned with such institutional management functions as providing information to students, registering and enrolling students, conducting cocurricular activities; (6) student personnel programs generally suffered from lack of financial support.

Glick (1971) reviewed the various services assigned to student personnel and felt that although the true cost of student personnel should be a part of the total college budget, no college can afford all of the student services that students demand. He felt additional funding through extra campus groups and community agencies should be explored.

Dewey (1972) concluded that student personnel work is in serious trouble. There is little acceptance by students, faculty or administrators with no clear status or defined functions. Not only are the programs inadequate but also the preparation of the professional staff has failed to stimulate new ideas and directions for student services.

In a more recent book, Warnath (1973, page 1) focused on the counselor and survival of his role.

"Unconditional positive regard is not enough. The scientist-practitioner model is impractical and the medical model gives us status but limited effectiveness. The college counselor must change his service orientation or he will no longer have a place on campus. Some counseling centers are literally fighting for existence. Some have already lost their fight and been dismantled or their staff scattered to other departments."

Many of these commentaries have been based on observations. However, various surveys and studies tend to support these concerns. Matson (1971) saw the increasing enrollment and diversity of students to be a challenge which presents a need to set new goals for student services. She stressed the need for developing new skills, techniques, evaluations, organization, differentiated staffing and increased use of computers. However, during the same time, Thomas and Dilts (1971) conducted a random survey of 147 United States community colleges of which only 37 replied. The question of concern dealt with the innovations taking place in the student services area. The general conclusion was that very little innovation was in fact taking place in the basic services offered including personal counseling, records, student activities, placement, financial aid, freshmen orientation and program advisement.

In a more recent survey of 72 college presidents and 128 chief student personnel officers, Terenzini (1973) found that these two categories of college officials differed in their views of student services' major role. The presidents preferred that the personnel efforts be directed toward planning and implementation of programs not involving academic instruction. In contrast, the chief student personnel officers felt that their function was to manipulate the campus environment to provide stimulating and productive learning experience.

Although this appears to be a critical time for the student services area, there is also an increasing response to re-define the area to be more relevant with direct involvement of counselors into the student's success while he is attending the institution. Not all of the research stresses study habits skill training for students. However, the author feels it represents an area which can facilitate the growth and development of the student particularly in the classroom process.

In order to provide better services for the student services area, some researchers have recommended decentralization. Richardson, Jr., Blocker and Bender (1972) felt that decentralization was an attempt to integrate the student services staff into the normal operation of the college, which would strengthen the counselors' relationship with the faculty and students through the medium of proximity. They pointed out the need for faculty to accept and understand the counselors' role in effective learning. Katz (1973) supported this concept of decentralization by emphasizing the supporting contribution counselors can have in assisting faculty members to further understand the students' psychological, social and career development. The stress was also placed on the counselor's better understanding of the classroom process and the faculty's psychological and professional development.

In a survey questionnaire given to chief personnel officers, Matson (1972) found that out of 589 responses, one-third of the institutions were decentralized. Basically, however, the same kinds of services were offered then as in 1964. Bloland (1972) felt that decentralization could reduce the influence of student services within the college with the possible consequence of off-campus contractors

supplying some services.

An area in which counselors could provide particular help is in dealing with the needs of the new student entering today's colleges. Cohen (1971), Cross (1971), O'Banion and Thurston (1972), Medsker and Tillery (1971) and Warnath, et. al., (1973) identified the new students as members of minorities, women and the mature student. Wilkinson (1970) stressed the need to reorganize the student services' programs to improve articulation through better orientation and identification of these new students and their needs. The counselor needs to change his role to facilitate the growth of these students and to bring the community into minority and college affairs.

Several researchers have stressed the influence of counselors within the total college setting. O'Banion and Thurston (1972) emphasized a change from services to a total integration into the college with a preventive approach, correcting informational problems for both faculty and students. Lipsetz (1973) felt the need for changing the college environment, not just helping students adjust. There needs to be more involvement into the organization of behavior, development of skills, increased use of group dynamics and promotion of faculty and administrators' communication skills. Further support was given by Shaffer (1973) by placing the counselor in a more energetic role supporting the institution's goals and not just assisting the individual student's development.

Medsker (1972, page 4) referred to two major areas in which student personnel work could assist students: (1) with activities outside the classroom but within the institution and (2) in a catalytic role with

the teaching faculty in identifying uses inside the classroom and related outside activities. A leader in student personnel research, O'Banion, (1972, page 205) provided an essential philosophical definition:

> "The model student personnel worker, however, must not only be committed to positive human development; he must be able to implement programs for the realization of human potential. He must be able to communicate with other administrators in the college, and he must be able to keep the functions and services under his responsibility operating efficiently. In the new model, present services and functions would not be disregarded. These are needed because they serve students in important ways. The emphasis of the program, however, would be different. The program would be focused on positive changes in student behavior rather than on efficient function of services."

In a total integration of counseling and teaching, Curran (1972) introduced a new concept which he called cognitive counseling. This concept provides a more humanized and integrated learning process which includes the whole person in relationship to the educational experience. The counselor should not just work with the teacher but should integrate the counseling skills into the classroom process allowing for maximum growth, interaction and learning for the counselor, teacher and student.

Hurst and Ivey (1972) stressed the need for counselors to facilitate teachers' human relations skills as well as provide skill training for students in relaxation techniques and developmental skills to promote student learning.

In reviewing organization, Prior (1973) separated the administrative responsibilities such as placement, financial aid, admissions and registration from student development. In the latter, he emphasized the need for the student personnel worker to assist students in study skills, tutoring, advising and special programs such as drug education.

SUMMARY

Based on the studies cited, the author feels the following provides a conclusion with regard to student needs for study skill training and the need for the student personnel worker to assist in developing skills for students as well as the professional staff. Assisting the student in development of study skills not only improves the student's performance but also encourages independence in that the student may continue to be successful in other classes. The counselor needs to promote the development of these skills whether they be study skills or human relation skills. His effectiveness is increased with each person's acquisition of needed skills. Further research needs to be conducted in which the counselor's effectiveness is measured by skill development in others as it relates to student learning in the classroom.

## IX. IMPLICATION OF RELATED RESEARCH ON THE STUDY

In designing the study, the author utilized the student's need for study skills as a means to integrate the counseling process into the classroom.

It was revealed in the review of literature that students indicated a need for developing study skills as evidenced in both the Inter-Institutional Research Council (1974) study and the Comparative Guidance and Placement Program (1971).

The benefits of study skills programs for improvement of student academic performance and study skills development were supported by Robinson (1961), DiSalvi and Daniel (1971) and Miller and Gimpl (1972). With the integration of counseling techniques along with study skill development, the participants improved in both respective areas as indicated by Perry (1967), Brown (1971) and McReynolds (1973).

The literature on the minority students was less conclusive as far as testing and evaluation of study skills. However, it appears more emphasis should be given to new instruments of evaluation and counseling techniques for this area.

The students' need for study skills appears to be a meaningful area through which counselors can assist students with needed skill development and improvement in performance with their studies. The counselor has many roles (O'Banion, 1971) which has lead to too much confusion and ineffectiveness of student services since its inception (Medsker, 1960; McDaniel, 1962; and Raines, 1966). It thereby follows that as a result student services finds itself in difficulties today (Dewey, 1972).

There is a need for counselors to become an active part of the college community and to become the center for development of various skills for students and instructors, e.g., communication skills; student motivation; psychological, social and career development (Wilkinson, 1970; O'Banion and Thurston, 1972; and Lipsetz, 1973).

The author feels that the development of study skills for students represents the kind of direct behavior change which not only results in improvement of a specific skill but also in the students broader academic performance. These are the student behaviors which instructors and administrators can relate to and which also provide a basic accountability system for the counselors. Other skill areas (e.g., communication skills, relaxation techniques for test and speech anxiety, assertive training, etc.,) should provide a new base for the counselor to become a vital part of the college community.

X. METHODOLOGY

This study was conducted on the Fred H. Kent Center, Florida Junior College at Jacksonville, utilizing the counseling and instructional staff. The emphasis of the study was placed on the counselors' activities as described in the groups below. The study included four counselors each assigned to four groups as follows:

Control Group A consisted of students who received no treatment other than pre and post tests for the Brown and Holtzman Survey of Study Habits and Attitudes.

Experimental Group B consisted of students (one class for each counselor) who received a presentation by a counselor concerning study skills and counselors' assistance.

Experimental Group C consisted of four faculty members each who were assigned a counselor to assist the faculty member; however, the counselor did not have any contact with the faculty member's students.

Experimental Group D consisted of four faculty members each who were assigned to a counselor and the counselor worked with the faculty member and his students.

PROCEDURE

1. To eliminate an unduplicated selection of faculty members and students, a random sample of 16 faculty members (16 out of 24) were identified who were teaching during the second period (9:00 - 10:00) of classes Monday, Wednesday and Friday.

2. The four counselors were each assigned to four faculty members as defined by Control Group A and Experimental Groups B, C and D.

3. Each counselor met with the two instructors in Experimental Groups C and D. The counselors and the faculty members made arrangements for the counselors to meet in the respective faculty members' classes and establish periodic meetings (minimum once a week) to discuss the students' study habits and attitude problems.

4. Each counselor contacted the faculty members in Control Group A and Experimental Group B and made arrangements to meet with the students in their classes.

5. The students assigned to Experimental Groups B, C and D were given a presentation by a counselor concerning study habits and attitudes followed by the administration of the Brown and Holtzman Survey of Study Habits and Attitudes.

6. The students assigned to Control Group A were read the instructions for the Brown and Holtzman Survey of Study Habits and Attitudes followed by its administration.

7. During the explanation of the Brown and Holtzman Survey of Study Habits and Attitudes, the faculty members were not present in the classroom for Control Group A and Experimental Groups B and C.

8. Following the scoring of the results, the procedure for contacting the students was as follows:

Group A -- No contact was made except testing.

Group B -- The counselors contacted each student by letter notifying him that the results of the Survey of Study Habits and Attitudes were available and that he should make an appointment as soon as convenient.

Group C -- The counselor had contact only with the faculty member providing him with the results and encouraging the referral of his students to improve their study skills with assistance of a counselor.

Group D -- The counselor contacted each student by letter notifying him that the results from the Survey of Study Habits and Attitudes were available and that he should make an appointment as soon as convenient. In addition the counselor met with the instructor providing him with the results and the counselor made arrangements with the instructor to work cooperatively to improve the students' study skills in the classroom.

9. Based on the assignment of the four counselors and the students scheduled in second period classes, the following schedule for the pre and post testing of the Brown and Holtzman Survey of Study Habits and Attitudes was utilized.

Monday -- all of Group B

Wednesday -- all of Group C

Friday -- all of Group D

Monday -- all of Group A

10. The post test of the Brown and Holtzman Survey of Study Habits and Attitudes was administered prior to final exams to measure the change within the term.

11. The total population of the study for all Groups (A, B, C and D) was 536.

## XI. ANALYSIS OF DATA

An analysis of the Study Habits and Study Attitudes for each of the four groups (A, B, C and D) pre and post test (Brown and Holtzman Survey of Study Habits and Attitudes is made in this chapter based on a One-Way Fixed Effects Analysis of Variance.

The study was divided into four groups in which counselors were responsible for the students' study habits and attitudes throughout the study.

Group A was assigned as a control group.

Group B was assigned as the group in which the students were contacted through the mail by the counselor concerning their study habits and study attitude results.

Group C was assigned as the group in which the students were contacted by their instructor concerning their study habits and study attitude results and then referred to an assigned counselor for assistance.

Group D was assigned as the group which received contacts by both the teacher and counselor concerning their study habits and study attitude results.

These factors assigned to each of the four groups were used in determining which treatment influenced the students' study habits and study attitudes. Any variation would be the result of those treatments as related to the acceptance or rejection of the null hypothesis.

A One-Way Fixed Effect Analysis of Variance was used to test each null hypothesis: (1) there exists no significant change in study habits as measured by a pre and post test on the Brown and Holtzman Survey of Study Habits and Attitudes, (2) there exists no significant change in students' attitudes as measured by a pre and post test on the Brown and Holtzman Survey of Study Habits and Attitudes.

The One-Way Fixed Effects Analysis of Variance provided a test of the significance of the differences between the means of the number of different samples. It was assumed that the samples were drawn from populations having no significant difference. In Table I and Table II, the mean scores for each group provide an initial indication that the difference between the means might be due to more than sampling error.

TABLE I

MEAN SCORES FOR EACH
STUDY HABITS GROUP

| Group | Number | Mean Score |
|---|---|---|
| A | 144 | 60.00 |
| B | 154 | 51.78 |
| C | 106 | 53.02 |
| D | 132 | 51.83 |
| Total | 536 | |

TABLE II

MEAN SCORES FOR STUDY
ATTITUDES GROUPS

| Group | Number | Mean Score |
|---|---|---|
| A | 144 | 58.45 |
| B | 154 | 55.07 |
| C | 106 | 54.30 |
| D | 132 | 56.11 |
| Total | 536 | |

In order to test the significance level of the effects of the treatments for each group, a One-Way Fixed Effect Analysis of Variance was calculated for each group for the pre and post test of Study Habits and Study Attitudes based on the Brown Holtzman Survey of Study Habits and Study Attitudes. This analysis provides two kinds of analysis of variation: the sum of squares between groups, reflecting variability due to the treatment and chance, and the sum of squares within groups, reflecting chance variation alone. The pre and post scores recorded for each group were evaluated with the results at the .05 level of confidence considered significant.

Findings related to the null hypothesis concerning Study Habits

To test the null hypothesis, the one-way analysis of variance, under the fixed effect, was used for the Brown and Holtzman Survey of Study Habits and Attitudes pre and post test for each of the four groups to determine if there was any difference for each group A, B, C or D. The data for Control Group A pre and post test for Study Habits are presented in Table III.

TABLE III

SUMMARY OF A ONE-WAY FIXED ANALYSIS OF VARIANCE OF GROUP A PRE AND POST TEST FOR STUDY HABITS

| Source | SS | d.f. | MS | F | F Needed* |
|---|---|---|---|---|---|
| Treatments (between groups) | 423.67 | 1 | 423.67 | 0.83 | 3.84 |
| Error (within groups) | 70589.43 | 139 | 507.84 | | |
| Totals | 71013.10 | | | | |

*Level of Confidence .05

The data presented in Table III (Group A on Study Habits) indicate that there were no significant differences (F score is less than 1) in study habits for the control group.

The data for Experimental Group B (students contacted by letter concerning Survey of Study Habits and Attitudes results) for pre and post test for study habits are presented in Table IV.

TABLE IV

SUMMARY OF A ONE-WAY FIXED ANALYSIS OF VARIANCE OF GROUP B PRE AND POST TEST FOR STUDY HABITS

| Source | SS | d.f. | MS | F | F Needed* |
|---|---|---|---|---|---|
| Treatment (between groups) | 1471.27 | 1 | 1471.27 | 2.62 | 3.84 |
| Error (within groups) | 83792.16 | 149 | 562.36 | | |
| Totals | 85263.43 | | | | |

*Level of Confidence .05

The data in Table IV (Group B on Study Habits) indicate there is no significant difference in study habits at the .05 level of confidence. With further calculation, however, this score appears to have indication of strength as measured at .10 level of confidence.

The data of pre and post test of study habits for Experimental Group C (contact with student was via the instructor) are presented in Table V.

TABLE V

SUMMARY OF A ONE-WAY FIXED ANALYSIS OF VARIANCE OF GROUP C PRE AND POST TEST FOR STUDY HABITS

| Source | SS | d.f. | MS | F | F Needed* |
|---|---|---|---|---|---|
| Treatment (between groups) | 2155.51 | 1 | 2155.51 | 3.76 | 3.96 |
| Error (within groups) | 57896.42 | 101 | 573.23 | | |
| Totals | 60021.93 | | | | |

*Level of Confidence .05

A review of the data in Table V (Group C on Study Habits) indicates a possible rejection of the null hypothesis; however, technically, it does not have the same F score. The F score calculated was 3.76 with the F score needed to reject the null hypothesis of 3.96 at the .05 level of significance. Based on further analysis, there are indications the null hypothesis might possibly be rejected.

The pre and post test data in Tavle VI of study habits for Experimental Group D reflect increased interaction between counselors, students and instructors for a final test of the null hypothesis.

TABLE VI

SUMMARY OF A ONE-WAY FIXED ANALYSIS OF VARIANCE OF GROUP D PRE AND POST TEST FOR STUDY HABITS

| Source | SS | d.f. | MS | F | F Needed* |
|---|---|---|---|---|---|
| Treatment (between groups) | 3093.34 | 1 | 3093.34 | 6.12 | 3.84 |
| Error (within groups) | 64221.64 | 127 | 505.68 | | |
| Totals | 67314.98 | | | | |

*Level of Confidence .05

The data presented in Table VI (Group D on Study Habits) indicate a significant difference, with an F score of 6.1200 compared to a needed F score of 3.84, in study habits for this group as compared to Groups A, B and C. This indicates the study habits did change as a result of the treatment composed in Group D thereby rejecting the null hypothesis.

Findings related to the null hypothesis concerning Study Attitudes

To test the null hypothesis, the one-way analysis of variance, under the fixed effects was used for the four groups to determine if there was any difference for each Group A, B, C or D.

The data for the Control Group A pre and post test for Study Attitudes are presented in Table VII.

TABLE VII

SUMMARY OF A ONE-WAY FIXED ANALYSIS OF VARIANCE OF GROUP A PRE AND POST TEST FOR STUDY ATTITUDES

| Source | SS | d.f. | MS | F | F Needed* |
|---|---|---|---|---|---|
| Treatment (between groups) | 5562.67 | 1 | 5562.67 | 10.74 | 3.84 |
| Error (within groups) | 72010.42 | 139 | 518.06 | | |
| Totals | 77573.09 | | | | |

*Level of Confidence .05

The data presented in Table VII (Group A on Study Attitudes) indicate a high level of significance (.0017) for the control group which makes it difficult to show discrimination for each Group, A, B, C and D, and to be able to put them in priority order. An F score of 10.74 for the control group and calculation of each of the subsequent treatment groups reveals high F scores.

The pre and post test for Study Attitudes in Group B (students contacted by letter concerning their Survey of Study Habits and Attitudes results) are presented in Table VIII.

TABLE VIII

SUMMARY OF A ONE-WAY FIXED ANALYSIS OF VARIANCE OF GROUP B PRE AND POST TEST FOR STUDY ATTITUDES

| Source | SS | d.f. | MS | F | F Needed* |
|---|---|---|---|---|---|
| Treatment (between groups) | 9460.06 | 1 | 9460.06 | 18.86 | 3.84 |
| Error (within groups) | 74746.36 | 149 | 501.65 | | |
| Totals | 84206.42 | | | | |

*Level of Confidence .05

The data presented in Table VIII (Group B on Study Attitudes) show a high level of significance at the .0001 level of confidence. This analysis of the data indicates a rejection of the null hypothesis with a higher F score of 18.86.

The pre and post test for Study Attitudes in Group C (contact with student was via instructor) data are presented in Table IX.

TABLE IX

SUMMARY OF A ONE-WAY FIXED ANALYSIS OF VARIANCE OF GROUP C PRE AND POST TEST FOR STUDY ATTITUDES

| Source | SS | d.f. | MS | F | F Needed* |
|---|---|---|---|---|---|
| Treatment (between groups) | 8694.34 | 1 | 8694.34 | 20.18 | 3.92 |
| Error (within groups) | 43521.46 | 101 | 430.91 | | |
| Totals | 52215.80 | | | | |

*Level of Confidence .05

The data presented in Table IX (Group C on Study Attitudes) indicate a high level of significance at the .001 level of confidence for Group C rejecting the null hypothesis with an F score of 20.18.

The data for Experimental Group D pre and post test for Study Attitudes are presented in Table X.

TABLE X

SUMMARY OF A ONE-WAY FIXED ANALYSIS OF VARIANCE OF GROUP D PRE AND POST TEST FOR STUDY ATTITUDES

| Source | SS | d.f. | MS | F | F Needed* |
|---|---|---|---|---|---|
| Treatment (between groups) | 16281.48 | 1 | 16281.48 | 34.49 | 3.84 |
| Error (within groups) | 59956.67 | 127 | 472.09 | | |
| Totals | 76238.15 | | | | |

*Level of Confidence .05

A review of data presented in Table X (Group D on Study Attitudes) indicate a significant difference with pre and post test at the .0001 level of confidence. This analysis of the data indicates a rejection of the null hypothesis with the highest F score of 34.49.

## XII. DISCUSSION

### Study Habits

It would appear from the preceding data that the effects of the interaction of each group, A, B, C and D, were at an increasing level of significance as a result of the treatment for each of the experimental groups. It appears that the more direct the contact with the student by the counselor the greater the corresponding change in study habits when comparing Groups A, B, C or D. The study moved from no contact (Group A) to contact with the student through the mail (Group B), to referral of student to counselor by the instructor (Group C), to a maximum interaction between the student, counselor and instructor (Group D) which produced the highest F score and rejection of the null hypothesis. Group C provided the first test of the null hypothesis but it was not strong enough statistically to totally reject it. Group D provided a strong F score of 6.12 to reject the null hypothesis with a needed F score of 3.84 at the .05 level of confidence.

### Study Attitudes

In reviewing the data for this segment of the study and the analysis which was conducted, it appears further study and analysis needs to be conducted. The same procedures and four groups were applied for analysis of the study attitudes with Control Group being A and Treatment Groups being B, C and D. The analysis produced high F scores for all groups A to D making it difficult to draw conclusions between groups. With a range of F scores of 10.74 for Group A to an F score of 34.49 for Group D, it is difficult to provide any discrimination between groups and establishing priorities for each of the groups.

## XIII. CONCLUSIONS AND RECOMMENDATIONS

### Study Habits

The conclusions and recommendations contained herein apply to the students at Florida Junior College at Jacksonville, Fred H. Kent Center.

The null hypothesis for study habits is as follows: There exists no significant change in study habits as measured by a pre and post test on the Brown and Holtzman Survey of Study Habits and Attitudes.

This null hypothesis was tested by a One-Way Fixed Effects Analysis of Variance for the pre and post test of the study habits scale on the Brown and Holtzman Survey of Study Habits and Attitudes. The study was designed into four major groups: Group A was the Control Group and the Experimental Groups were B, C and D. Four counselors were each assigned to the four groups providing various treatments. The amount of counselor contact with the students increased with each experimental group. Group B students were contacted by the counselor through the mail; Group C students were referred to the counselor by the teacher and Group D students were contacted directly by the counselor and teacher. The only group which rejected the null hypothesis was Group D with an F score of 6.12 at the .01 level of confidence. It appears that through this type of direct contact and follow through, the students' study habits can be changed via this type of treatment.

The only other group which appeared to test the null hypothesis was Group C. However, technically, it did not reject the null hypothesis with an F score of 3.76 and a needed F score of 3.96. Additional analysis might prove helpful on this factor.

Study Attitudes

The null hypothesis for study attitudes is as follows: There exists no significant change in study attitudes as measured by a pre and post test on the Brown and Holtzman Survey of Study Habits and Attitudes.

This null hypothesis was tested by a One-Way Fixed Effect Analysis of Variance for the pre and post test of the study attitude scales on the Brown and Holtzman Survey of Study Habits and Attitudes. The study was designed into four major groups. Group A was the Control Group and the Experimental Groups were B, C and D. Four counselors were each assigned to the four groups providing various treatments. The amount of counselor contact with the students increased with each experimental group. Group B students were contacted by the counselor through the mail; Group C students were referred to the counselor by the teacher and Group D students were contacted directly by the counselor and teacher.

It appears the analysis of this whole area proved to be significant with all four groups rejecting the null hypothesis. With F scores ranging from 10.74 for Group A to 34.49 for Group D, it is difficult to discriminate between groups and put them in any priority order. Since the One-Way Fixed Effects Analysis of Variance revealed these results, additional analysis is needed with another statistical mentor. Additional evaluation needs to take place for the variables and procedures for this area.

AVENUES FOR FURTHER STUDY

A review of the study and the data appears to indicate that the following could be examined for further investigation.

1. Compare individual analysis versus the group analysis of the one-factor analysis of variance.

2. Compare each group's pre test with each group.

3. Compare each group's post test with each group.

4. Compare all pre and all post tests for all groups.

5. Investigate the effects of the interaction of the counselors for each group.

6. Compare and analyze the grade point averages of each of the groups following the completion of the term.

7. Investigate the effects of study habits and study attitudes since in many cases they are felt to be interrelated.

8. Investigate the study attitudes in more depth and conduct additional statistical analysis.

9. Conduct additional analysis as to which factor, study habits or study attitudes, had the most effect on the students.

10. Investigate the effects of the sub-scales of the Study Habits (Delay Avoidance and Work Methods) and Study Attitudes (Teacher Approval and Educational Acceptance) as measured by the Survey of Study Habits and Attitudes.

11. Develop new methodology and procedures to test the effects of study habits and study attitudes.

12. Conduct a cost effectiveness of the counselors' efforts as it relates to students' performance and improvement of study habits.

13. Apply this study to other grade levels and/or college institutions to test the universality of the results.

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# XV. APPENDIXES

APPENDIX A

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
JACKSONVILLE, FLORIDA 32205

Dear

In a cooperative program, the Fred H. Kent Center counselors and instructors are providing an extra effort to assist you in being successful in your classes. Many times students have difficulty with their studies due to weak study habit skills. Once these skills are identified, you can usually correct them easily in a short period of time. Some of these skills are as follows: how to take notes, how to prepare for exams, reduction of test anxiety, etc. These and many other services are available to you in helping you be successful.

You have just participated in a survey measuring your study habits and attitudes. These scores are now available to you. Call and make an appointment (387-8311) or stop by Building 58, Kent Center, at your earliest convenience.

Sincerely,

Counselor

/bj

R – RARELY (0% to 15%)
S – SOMETIMES (16% to 35%)

F – FREQUENTLY (36% to 65%)

G – GENERALLY (66% to 85%)
A – ALMOST ALWAYS (86% to 100%)

NOTE THAT THE ANSWER SPACES FOR THE QUESTIONS GO ACROSS THE PAGE.

# SURVEY OF STUDY HABITS AND ATTITUDES

(FOR FORMS C AND H)

W.F. BROWN AND W.H. HOLTZMAN

SO = +50 + +50 + SA = +25 + EA = +25 + SH = +25 + WM = +25 + DA = +25

RAW SCORE = PERCENTILE

NAME _____ (LAST, FIRST) SCHOOL _____ CIRCLE GRADE OR YEAR IN SCHOOL: 7 8 9 10 11 12 COLLEGE: FR. SOPH. JR. SR. GRAD. HIGH SCHOOL: AGE _____ SEX _____ (M OR F) DATE _____ FORM _____

START → 1 → 2 → 3 → 4

5 6 7 8

9 10 11 12

13 14 15 16

17 18 19 20

21 22 23 24

**Be Sure Your Marks Are Heavy and Black**

25 26 27 28

29 30 31 32

33 34 35 36

37 38 39 40

41 42 43 44

45 46 47 48

**Erase Completely Any Answer You Wish to Change**

49 50 51 52

53 54 55 56

57 58 59 60

61 62 63 64

65 66 67 68

69 70 71 72

**Answer Every Question**

73 74 75 76

77 78 79 80

81 82 83 84

85 86 87 88

89 90 91 92

93 94 95 96

97 98 99 100

Printed in U. S. A.

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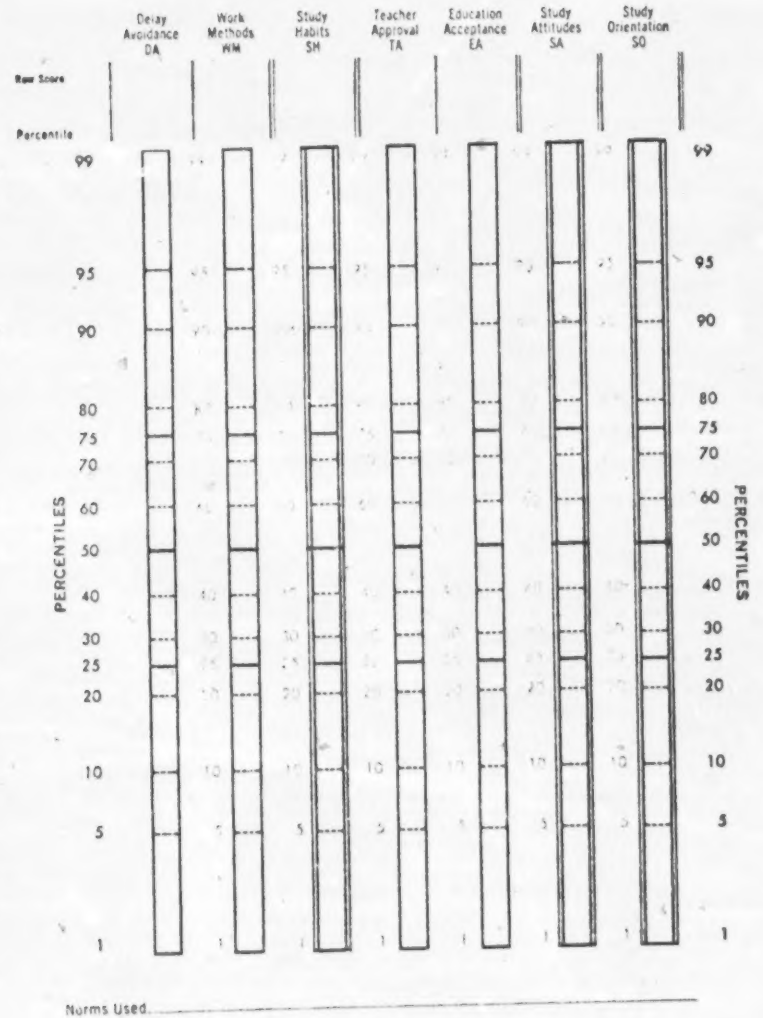
71-236AS
805 Answer Sheet

# DIAGNOSTIC PROFILE FOR SURVEY OF STUDY HABITS AND ATTITUDES

W. F. Brown and W. H. Holtzman

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Name _____ (Last) (First)

School _____ Date _____

Age _____ Sex _____ Form of SSHA _____

Circle Grade or Year in School:
High School: 7 8 9 10 11 12 College: Fr. Soph. Jr. Sr.

## Profiling Your SSHA Scores

To find out how you did on each scale of this survey, look at the numbers in the row marked "Percentile." Your percentile on each scale shows your relative standing in the group of people described on the "Norms Used" line at the bottom of the chart. For example, if your norms group is college freshmen and your percentile on the TA scale is 45, it means that 45 per cent of the freshmen received lower scores than yours on the TA scale, while 55 per cent of them received higher scores. Thus, your percentile tells where you rank in comparison with others in your norms group.

You can complete your profile by making a heavy line across each column at the level which corresponds to your percentile rank on that scale. For example, if your percentile rank on the DA scale is 65, make a heavy line across the DA column halfway between 60 and 70. Draw a line corresponding to your percentile rank for all seven scales.

Then start at the horizontal line you have drawn and black in each column *up to* or *down to* the 50th percentile line. Since the 50th percentile line represents the score made by the middle student of your group, the vertical bars above that line on your profile show those scales on which you have scored higher than the middle student and the bars below that line show the scales on

## What Your SSHA Scores Mean

High scores on *SSHA* are characteristic of students who get good grades; low scores tend to be characteristic of those who get low grades or find school work difficult. Therefore, your scores on the *SSHA* scales can indicate your strengths and weaknesses in the areas measured by the survey, and also help to predict future academic achievement.

## What the SSHA Measures

(DA) DELAY AVOIDANCE—your promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction.

(WM) WORK METHODS—your use of effective study procedures, efficiency in doing academic assignments, and how-to-study skills.

(TA) TEACHER APPROVAL—your opinions of teachers and their classroom behavior and methods.

(EA) EDUCATION ACCEPTANCE—your approval of educational objectives, practices, and requirements.

(SH) STUDY HABITS combines the scores on the DA and WM scales to provide a measure of academic behavior.

(SA) STUDY ATTITUDES combines the scores on the TA and EA scales to provide a measure of scholastic beliefs.

(SO) STUDY ORIENTATION combines the scores on the SH and SA scales to provide an overall measure of study

CSDS010C — FLORIDA JUNIOR COLLEGE AT JACKSONVILLE — PAGE 1

07/09/74 — JACKSONVILLE, FLORIDA — COMPUTERIZED STUDENT DEVELOPMENT SYSTEM (CSDS)

CAMPUS- FRED H. KENT CENTER — CLASS SCHEDULE — FALL TERM 74/75

| SOC.SEC.NO. | INSTRUCTOR(S) LAST | FIRST | DEPT | NO | SCT | COURSE TITLE | CNT | --HOUR-- CRD | BG | LOCATION RM | S | --TIMES-- BEGIN | ENDING | DAYS MTWTFSY | ALLOC /ENRL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 587-56-5739 | MARVES | RAYMOND | AAC | 160 | C01 | GENRL ACCTNG 1 | 3.0 | 3.0 | | 5A | | 11.00A | 12.15P | T Z | 040/000 |
| COURSE TOTALS - | 1 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 3.0 CONTACT HRS., | 3.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 587-56-5739 | MARVES | RAYMOND | AAC | 161 | C01 | GENRL ACCTNG 2 | 3.0 | 3.0 | | 5A | | 01.10P | 02.00P | M W F | 040/000 |
| COURSE TOTALS - | 1 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 3.0 CONTACT HRS., | 3.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 587-56-5739 | MARVES | RAYMOND | AAC | 260 | C01 | PRINC ACCTNG 1 | 3.0 | 3.0 | | 5A | | 09.10A | 10.00A | M W F | 040/000 |
| 587-56-5739 | MARVES | RAYMOND | AAC | 260 | C02 | PRINC ACCTNG 1 | 3.0 | 3.0 | | 5A | | 09.30A | 10.45A | T Z | 040/000 |
| 999-99-9999 | | | AAC | 260 | C40 | PRINC ACCTNG 1 | 3.0 | 3.0 | | 5A | | 09.10A | 12.00P | S | 040/000 |
| COURSE TOTALS - | 3 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 9.0 CONTACT HRS., | 9.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 587-56-5739 | MARVES | RAYMOND | AAC | 261 | C01 | PRINC ACCTNG 2 | 3.0 | 3.0 | | 5A | | 12.10P | 01.00P | M W F | 040/000 |
| COURSE TOTALS - | 1 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 3.0 CONTACT HRS., | 3.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| DEPARTMENT TOTALS - | 6 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 18.0 CONTACT HRS., | 18.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 261-44-4937 | SASSER | JOSEPH | ANT | 220 | C01 | CLTRL ANTHROPOL | 3.0 | 3.0 | | 32A | | 11.10A | 12.00P | M W F | 040/000 |
| 261-44-4937 | SASSER | JOSEPH | ANT | 220 | C02 | **CANCELLED** | 3.0 | 3.0 | | 32A | | 02.10P | 03.00P | M W F | 040/000 |
| 999-99-9999 | | | ANT | 220 | C03 | CLTRL ANTHROPOL | 3.0 | 3.0 | | 93 A | | 02.15P | 03.30P | T Z | 040/000 |
| COURSE TOTALS - | 2 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 6.0 CONTACT HRS., | 6.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 999-99-9999 | | | ANT | 230 | C01 | **CANCELLED** | 3.0 | 3.0 | | 93A | | 02.15P | 03.30P | T Z | 040/000 |
| 261-44-4937 | SASSER | JOSEPH | ANT | 230 | C02 | PHYS ANTHROPOL | 3.0 | 3.0 | | 32 A | | 02.10P | 03.00P | M W F | 040/000 |
| COURSE TOTALS - | 1 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 3.0 CONTACT HRS., | 3.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| DEPARTMENT TOTALS - | 3 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 9.0 CONTACT HRS., | 9.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 267-84-5317 | DAVIS | ELIZABETH | APA | 161 | C01 | FASHN MERCHAN 1 | 3.0 | 3.0 | | 33 | | 08.10A | 09.00A | M W F | 025/000 |
| COURSE TOTALS - | 1 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 3.0 CONTACT HRS., | 3.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 267-84-5317 | DAVIS | ELIZABETH | APA | 266 | C01 | FASHN MER SEM 3 | 1.0 | 1.0 | | 33 | | 11.00A | 12.15P | Z | 025/000 |
| COURSE TOTALS - | 1 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 1.0 CONTACT HRS., | 1.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| DEPARTMENT TOTALS - | 2 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 4.0 CONTACT HRS., | 4.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 028-22-0475 | PATTERSON | ELISE | APM | 141 | C01 | BUSINESS MATH | 3.0 | 3.0 | | 5A | | 11.10A | 12.00P | M W F | 035/000 |
| COURSE TOTALS - | 1 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 3.0 CONTACT HRS., | 3.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| DEPARTMENT TOTALS - | 1 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 3.0 CONTACT HRS., | 3.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 201-18-5696 | GLEIM | JAMES | AST | 110 | C01 | INTRO ASTRONOMY | 3.0 | 3.0 | | 79A | | 09.10A | 10.00A | M W F | 040/000 |
| 201-18-5696 | GLEIM | JAMES | AST | 110 | C02 | INTRO ASTRONOMY | 3.0 | 3.0 | | 79A | | 10.10A | 11.00A | M W F | 040/000 |
| COURSE TOTALS - | 2 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 6.0 CONTACT HRS., | 6.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| DEPARTMENT TOTALS - | 2 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 6.0 CONTACT HRS., | 6.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 429-76-6423 | BRUCE | JOHNNY | BIO | 101 | C01 | LIFE IN BIO ENV | 3.0 | 3.0 | | 6 | | 08.10A | 09.00A | M W F | 070/000 |
| 429-76-6423 | BRUCE | JOHNNY | BIO | 101 | C02 | LIFE IN BIO ENV | 3.0 | 3.0 | | 6 | | 09.10A | 10.00A | M W F | 070/000 |
| 429-76-6423 | BRUCE | JOHNNY | BIO | 101 | C03 | LIFE IN BIO ENV | 3.0 | 3.0 | | 6 | | 09.30A | 10.45A | T Z | 070/000 |
| 294-24-0351 | VOCKELL JR | FRANK | BIO | 101 | C04 | LIFE IN BIO ENV | 3.0 | 3.0 | | 6 | | 12.10P | 01.00P | M W F | 040/000 |
| 999-99-9999 | | | BIO | 101 | C40 | LIFE IN BIO ENV | 3.0 | 3.0 | | 79A | | 09.10A | 12.00P | S | 040/000 |
| COURSE TOTALS - | 5 CLASSES, | 0 ENROLLED, | .0 AVG. CLASS SIZE, | 15.0 CONTACT HRS., | 15.0 CREDIT HRS., | .0 F.T.E. | | | | | | | | | |
| 255-01-7964 | BRINKLEY | HARRY | BIO | 102 | C01 | **CANCELLED** | 5.0 | 4.0 | | 84A | | 09.10A | 03.00P | M | 024/000 |
| | | | | | | | | | | | | 09.10A | 10.00A | W F | |
| | | | | | | | 5.0 | 4.0 | | 84A | | 11.10A | 03.00P | W | 024/000 |

# AUTOBIOGRAPHICAL SKETCH

The writer was born in New Smyrna Beach, Florida, on May 25, 1941, the youngest of three children. The father pursued a career in the United States Coast Guard. There were several moves throughout the school years until the father retired in 1956 after 23 years. The family returned to New Smyrna Beach to reside.

Graduation from New Smyrna Beach High School was in 1959 after being active in sports, band, plays and student government. The writer attended Daytona Beach Junior College in the fall of 1959 for one term and had to withdraw due to financial need. Two major jobs were obtained during this time: one as a supply clerk at Cape Kennedy for a year and a half; then, due to an increasing personal interest in helping people, the writer obtained a job as a psychiatric aid in Dallas, Texas. This was felt to be a valuable experience and encouraged the writer to return to Daytona Beach Junior College to major in psychology.

Upon graduation in 1963 with an associate degree, enrollment in the University of Florida followed. A part-time job was acquired at the J. Hillis Miller Medical Center as a psychiatric aid to finance his education. A Bachelor of Arts degree was obtained in 1966 with a major in psychology. Work continued at J. Hillis Miller and the writer entered the master's degree program in guidance and counseling at the University of Florida. A master's degree in education was received in 1967. A counseling position was obtained at Florida Junior College in the fall of 1967. This position was continued until 1969 when the writer was appointed as acting director of Counseling for the Cumberland Campus. This position was later reclassified as assistant dean of Student Services.

Due to reorganization at the College, the position was again reclassified to dean of Student Services in 1970. At the same time, the writer was appointed as coordinating dean for Student Services for one year. This coordinating responsibility included the writer as the chief administrator for Student Services for Florida Junior College. At the end of the year's assignment, the writer was given the administration of Student Services on two campuses. In addition, two central functions were assigned to the writer: Student Financial Aid and Student Activities. In 1972, the Nova program was developed and the writer entered the program.

In looking back, it appears the writer has always had an interest in helping and working with people. Within the present position as dean of Student Development, it is felt that the goal of helping other people is being actualized. There is an increasing concern with the counseling profession, its role and function within the educational institution. The writer feels he can make a contribution in this area.

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